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ABSTRACT

A curriculum guide to help students improve their everyday English skills has been designed for the Dade County Public Schools. The course, for grades 8 through 12, is to help students learn to read, write, and interpret letters, business forms, instructions, signs, maps, and magazines. The practical subject matter emphasizes basic reading and writing skills in large, small, and independent study activities. Use of audiovisual aids is an integral part of the program. Activities for the quinmester program include a survey project, a family banking project, a map-making project, a travel project, and a career project. The curriculum guide contains a list of available student and teacher resources including textbooks, films, and tape recordings. (RS)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

Language Arts: EVERYDAY READING AND WRITING 5112.24
5113.24
5114.24
5115.24
5116.24

English

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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English

Written by Marlene Knowles
and
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for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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Course Number

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COURSE TITLE: EVERYDAY READING AND WRITING

COURSE DESCRIPTION: This course is designed to help students learn to read, write, and interpret letters, business forms, instructions, signs, maps and magazines.

I. Performance objectives

A. The student will analyze letters, instructions, signs, maps, and magazines to determine their physical designs, component parts, and purposes.

B. The student will interpret letters, instructions, signs, and maps.

C. The student will prepare letters and instructions to illustrate logical reasoning, directness, and clarity of written or oral expression.

D. The student will construct models to build proficiency in reading and usage of signs and maps.

E. The student will read magazines for specific purposes and for pleasure to expand his scope of reading materials.

F. The student will compare magazines to build selectivity for both educational and recreational needs.

II. Course content

A. Rationale

This course consists of practical subject matter designed for lifetime educational and recreational usage. This subject matter includes business forms such as letters, banking forms, credit and job applications, instructional manuals, directional and code signs, maps, and magazines.

Reading comprehension and skill building in specific areas should develop with the utilization of the actual subject matter studies; writing should have a practical purpose related to the content studied and not be taught in isolation; projects developed should integrate the reading and writing and extend both forms of communication. This course, therefore, is not designed as a remedial program in reading or writing and should not be confused with a basic studies course.

Both the reading and writing studies in this course should be complemented by group discussions, resource persons, individual and group projects, and field trips to promote practical application of the content and to foster capabilities toward lifetime usage of the subject matter. The depth of study should depend on the individual student's ability and his needs. Whenever feasible, the subject matter should be integrated into central purpose units crossing course content. For example, a unit of travel might include geographical magazine study, letter writing for information, map plotting of a proposed trip, instructions for travel, and the study of road signs. Audio/visual aids should be a principal part of these units to enhance the units, foster imaginative study and increase interest. Individual and group projects should be encouraged to build interrelationships between members of the class, the instructor, the resource personnel, and the community such as exist in everyday living.

B. Introductory statement

This quinmester course has multiple facet learning involving large, small and independent study activities. It is suggested that all informational data concerning the subject matter applicable to all projects be presented to large groups through short introductory lectures, audio/visual presentations, and class discussion methods. For example, the business letter form should be introduced to the large group with the aid of transparencies and the overhead projector; the initial practice should be done in a large class situation with students helping each other; but the actual writing for information for projects should be completed in small groups or independently. All resource personnel should speak with interested students and should allow time for discussion and question/answer periods. The instructor should direct the study of the practical subject matter in the large class environment, but act mainly as liaison between resource personnel and the students and consultant and guide for the group and independent projects.

III. Teaching strategies

General Project Statement

The projects suggested may be utilized as thematic units, as individual student projects, as group projects, or as class projects with students who elect to work in team effort for the class. One or more of these projects may be studied during a particular quinmester course, but more than one is highly recommended. Resourse personnel and audio-visual materials should be utilized as integral parts of the projects

for individuals, groups, or the class. The depth of study will depend on the composition of the class and the abilities and interests of the individual students.

Career Project

The school and career project may be a total class unit if the students and the instructor desire because it is one which can easily involve all persons and which is a natural lead-off unit for the entire quinmester course. Selection of a specific career will determine the student's plans for inquiry to academic or technical schools or colleges, trade businesses, or professional sources of employment. The student will write for and prepare mock application forms for practice, request and read catalogs to acquaint himself with requirements and procedures for admission and study, discuss various school and job potentials with resource personnel, prepare a paper and/or an oral presentation, participate in career role-playing, and participate in a career day or week exchange of information and learning that would include resource persons visiting, and include audio/visual enrichment activities.

Coding Project

The coding project may be a total class unit as well as an individual or group project because it contains multi-varied areas within the larger scope of codes that would provide interest yet focus on individual instruction. Codes in this project should include visual codes, audible codes, and cipher codes. The focus on communication should be enhanced by fully utilizing resource personnel for research purposes, for demonstrations, and for guidance. Discussion, oral presentations, poster exhibits, and researched papers could contribute to a sharing segment of the project. Coordinating the coding project with language study, its history and the alphabet history can serve to illustrate the correlation between the language code of English study and the other codes. Outside reading could expand the unit to include the reading of biographics of Helen Keller, Samuel Morse, Louis Braille, etc.

Travel Project

The travel project may encompass a hypothetical or projected local or non-local tour. The student should combine the course content so that he can develop his project to its fullest. Letter writing for information and directions can lead to historical research reading in magazines and other related materials and places to visit can be determined.

Plotting a trip can be accomplished through map reading; seasonal weather for time of visit can be determined by weather study; travel time can be calculated through mileage map reading; films and filmstrips can be viewed for motivational and informational purposes; poetry, music, and fiction and non-fiction read to expand the student's awareness of the vicinity to which he wishes to travel; and a full travel plan package can be produced. Oral and written presentations can be shared during special class sessions. If the tour is taken, the student or group can use the group discussion method for evaluation.

Surveying Project

The amateur surveying project may be as local as the school site or the student's home site or may expand to a more distant or more encompassing area as a community. The student should research the community businesses and government for information on land surveying, subdivision planning, building and zoning, and home designing and decorating. Resource personnel should be consulted for guidance in addition to expanding interest and knowledge. They can be utilized to discuss their occupations and assist in the project development, perhaps even sponsoring a student. Individual or group projects can include the creation of a model community, a survey of the school to determine its present and future utilization, school traffic patterns and recommendations for improvement, the redesigning of a bedroom or other room, a survey of a student's neighborhood or home developed into a scale or poster model, or a written paper on a facet of surveying or planning. The English project could be coordinated with the industrial arts and art departments for aid in designing, in measuring, or in actual model construction.

Demonstration Project

The demonstration project should have as its focus an oral presentation that includes illustrations, instructions, and the actual demonstration to the class of a procedure or the making of a product. The student should write letters requesting all needed information, prepare the instructional manual or directions and illustrative materials, and follow his instructions in his presentation. If the procedure cannot be completed within the allotted classroom time, the student should demonstrate one facet of the procedure and display a previously completed product to bring continuity to his presentation. A discussion period should be permitted for the audience's responses and questions.

Magazine Project

The magazine project can be an expansion of the class's other projects or a specialized project apart from other work. If an outgrowth of other projects, the magazine project would feature the publication of a class magazine of other projects' materials. For example, a travel project could develop into a travel magazine publication; a code project could develop into a magazine about bicycle tours or scavenger hunts complete with written and pictorial composition. These magazines could adhere to formats devised from magazines studied in class. Students would learn what constitutes publication of a magazine and the involvement necessary.

Family Banking Project

The family banking project should include field trips to a bank, a savings institution, and a credit bureau as an integral part of a unit which will include mock practice in planning a five year family economical program. This program would provide for budgeting based on a chosen career, purchases of a home and a car, and general family expenditures. This can be as encompassing as the student and the instructor find suitable. It can also be coordinated with the homemaking and the mathematics departments. Letters will be written for the establishing of credit, purchases will be studied for principal and interest payments and charges, practice will be implemented in check writing and balancing, depositing and withdrawing of monies according to the mock family's needs, and discussion in groups of financing forms used in everyday living. Oral and written as well as pictorial presentations can be shared throughout the unit or during a specially designated time.

Map-making Project

The map-making project has for its culminating activity a bicycle tour or a scavenger hunt. The student will decide on possible tour routes, write local establishments on the routes or tourist attractions for information, plot the course, time the tour and the stops, determine the treasures to seek if on a scavenger hunt and actually take the proposed trip. Discussion of the field trip should occur with emphasis on how the tour planning affected its success and what adventures were experienced.

IV. Learning activities

A. Performance objective. The student will analyze letters, business forms, instructions, signs, maps, and magazines to determine their physical designs, component parts, and purposes.

1. Letters

a. Have the student examine the informational, request or inquiry, advertising and computer letters and invitational and thank you social notes.

b. Have the student identify the heading, inside address, salutation, body, closing, and signature components of a letter.

c. Have the student compare the block and indented forms of letter writing.

d. Have the student determine the purposes for the various types of letter writing and the need for simplification and clarity in the writing.

2. Business forms

a. Have the student cite the differences between personal and business checking forms.

b. Have the student compare the deposit and withdrawal savings account forms.

c. Have the student study the credit application form to determine the information that must be supplied by the applicant.

d. Have the student recognize the information and background needed for five (5) types of job applications.

e. Have the student list the general requirements for job applications gleaned from the numerous forms studied.

f. Have the student determine the purpose for good references and list the types of character details needed for a reference letter.

3. Instructions

a. Have the student read blueprints for their physical design and detail.

b. Have the student read and compare industrial arts manuals to recognize those simply and clearly written.

c. Have the student read menus and recipes for their logical order.

d. Have the student read simple game and magic trick instructions to note logical order of procedure.

e. Have the student hear oral instructions to note correct and incorrect forms.

4. Body language

a. Have the student identify personality factors that appear in various people's bodily stance and movements.

b. Have the student identify various gestures and their connotations.

c. Have the student watch television or see a film to recognize the uses of physical movements.

5. Codes

a. Visual

(1) Have the student identify the hand traffic signals such as stop, left turn, right turn, come ahead.

(2) Have the student examine the pictorial traffic signals such as stop, yield, caution, railroad.

(3) Have the student watch a football referee's signals to note simplicity and purpose.

(4) Have the student watch or read semaphore signaling to recognize a few simple signals.

(5) Have the student relate the sign language to spoken language or written language.

b. Audible

(1) Have the student listen to the Morse Code to note different sounds and the speed of its communication.

(2) Have the student listen to a symphony to hear the varying moods of the movements.

(3) Have the student hear varying drum beats and cadences to determine mood, signalling, etc.

(4) Have the student hear "A Word in Your Ear" to recognize a few simple differences among various languages.

c. Cipher

(1) Have the student disginguish between several secret codes for recognition of patterns.

(2) Have the student read the history of the alphabet to note physical elements and purpose of particular letters.

6. Maps

a. Have the student read geographical maps to recognize scale, symbols, coloring, direction and special features.

b. Have the student read weather maps to note fronts, air pressure, wind direction, squall lines, precipitation, temperatures.

c. Have the student list the purposes for geographical and weather maps.

7. Magazines

a. Have the student determine the general appearance, print, illustrations, and attractiveness of the following magazines:

pictorial
news
literary
women's, men's specialty
children's, young adults'
review
digests
technical
professional
school publications
recreational

b. Have the student recognize the regular magazine features such as editorials, story selections, picture galleries, letters to editors, guides, resource information, and advertisements.

c. Have the student search magazines for special features such as a creative writing section, a topical issue, excerpts from best sellers, symposiums by consultants.

B. Performance objective. The student will interpret instructions, signs and maps.

1. Instructions

a. Have the student discern the explicit and implicit directions in manual reading.

b. Have the student follow oral instructions of direction that include:

movement in the class
seat exchange
"Simon says" exercises
last name, first name, middle name order
goofy instructions and paper folding

c. Have the student read and follow written instructions that include simple magic tricks, drawings, map visualizations, simple test, etc.

d. Have the student practice interpreting instructions by playing Scrabble, Risk, Ghetto, Careers, etc.

e. Have the student interpret sports instruction by learning a simple golf swing, bowling approach, baseball pitching or hitting, etc.

2. Signs

a. Have the student decipher simple codes and follow the instructions.

b. Have the student devise and exchange with other students code puzzles.

c. Have the student participate in a treasure hunt by deciphering a simple secret code.

d. Have the student participate in the game Concentration to decipher the puzzles.

3. Maps

a. Have the student predict the weather by reading and interpreting a consecutive series of weather maps.

b. Have the student locate specific towns, mountain ranges, rivers, capitals on geographical maps and write their latitudinal and longitudinal positions.

c. Have the student chart a trip by reading maps for quickest routes, off-shoot tourist stops, mileage travel.

d. Have the student read city and sub-division maps and plot plans to determine organizational patterns of development.

C. Performance objective. The student will prepare letters and instructions to illustrate logical reasoning, directness, and clarity of written or oral expression

1. Letters

a. Have the student write from model samples of informational, request, or inquiry letters and invitational and thank you social notes.

b. Have the student write requesting information from tourist bureaus, requesting resource personnel visitors, or field trip places to visit, free and inexpensive materials.

c. Have the student write letters of inquiry for career positions.

d. Have the student write for college or school catalogs.

e. Have the student write thank you notes to courteous persons or resource personnel.

f. Have the student write skits for role-playing job and credit situations.

g. Have the student write letters to newspaper and magazine editors.

2. Instructions

a. Have the student prepare a demonstration by writing the instructions in a clear, logical order and presenting the actual demonstration to the class. Demonstrations might include make-up application, rowing a boat, preparing brownies for baking, etc.

b. Have the student design a set of goofy instructions for a non-existent mechanism or for an original homemade food concoction such as a mid-teen sundae, Mother McCarthy's mush, a list of instructions to locate a treasure or to find scavenger hunt items, etc.

c. Have the student devise a simple game and write the instructions for it.

d. Have the student write the instructions for one of his enrichment projects such as a painting, ceramics, physical education sports and exercises, industrial arts designs, etc.

D. Performance objective. The student will construct models to build proficiency in reading and usage of signs and maps.

1. Have the student design a thematic collage depicting signs or maps.

2. Have the student research some facet of signs and write a short report for oral or written presentation.

3. Have the student create visual displays of traffic signals, sign language, semaphore, alphabet comparisons, body language, cartoons, etc.

4. Have the student draw a map from school to his home giving visual and written directions.

5. Have the student devise code puzzles for student exchange and deciphering.

6. Have the student research map making and meteorology for small group discussion.

7. Have the student design a treasure map.

8. Have the student chart a scavenger hunt, a walking or bicycle tour, or a local or non-local automobile trip.

E. Performance objective. The student will read magazines for specific purposes and for pleasure to expand his scope of reading materials.

1. Have the student select one educational journal and one recreational magazine to read to expand his range of reading materials.

2. Have the student critique his magazine choices at the end of the unit.

3. Have the student contribute writings for a class magazine publication, modeling his work from periodicals studied.

4. Have the student read specific magazines to compare viewpoints on a similar topic, reviews of the same book or film, interviews with noted persons, etc.

5. Have the student research a specific topic using only periodicals and write a brief paper or present an oral talk on the subject.

F. Performance objective. The student will compare magazines to build selectivity for both educational and recreational needs.

1. Have the student compare two magazines of the same educational type to evaluate credibility, standards of writing and illustrations, types of advertising, propaganda techniques, language level.

2. Have the student prepare a collage interpreting one or two comparable magazines illustrating similarities and/or differences.

3. Have the student build a scrapbook from a series of recreational magazines denoting interest in a particular sport or hobby.

4. Have the student research through the Reader's Guide to Periodical Literature various topics to discern quality in two magazines.

5. Have the student prepare a list of present magazine needs and future preferences in educational and recreational groupings.

V. Resource Personnel - Field Trips

A. Letters, business forms

1. Resource personnel

a. Post office employee
b. Advertising public relations person
c. Employment agency interviewer
d. Credit bureau personnel
e. Banker

2. Field trips

a. Commercial bank
b. Savings and loan association
c. Check clearing house
d. Post office
e. Publicity department of business firm
f. Newspaper classified advertising department

B. Instructions

1. Resource personnel

a. Physical education instructors or sports figures
b. Guidance counselors for testing information
c. Homemaking consultants
d. Architects or building construction personnel for blueprint reading
e. Safety officer
f. Air controller

2. Field trips

a. Computer company
b. Physical education area for demonstration
c. Airport control tower
d. Play rehearsal

C. Signs

1. Resource personnel

a. Seaman with knowledge of semaphore
b. Telegraph operator
c. Deaf person with knowledge of sign language
d. Actor
e. Traffic officer

2. Field trips

a. Telegraph office
b. Play rehearsal
c. Symphony (conducting, musical moods)

D. Maps

1. Resource personnel

a. Surveyor
b. Sub-division developer
c. Realtor
d. Meteorologist
e. Aerial photographer

2. Field trips

a. Weather bureau
b. Sub-division
c. City planning bureau
d. Scavenger hunt
e. Bicycle tour
f. City or county park

E. Magazines

1. Resource personnel

a. Magazine publisher
b. Librarian
c. Writers for magazines

2. Field trips

a. Publisher
b. Major library periodical section
(1) City
(2) University or college

VI. Student resources

A. State-adopted textbooks

1. Christ, Henry I. and Ives, Sumner, Modern English in Action 8, Boston: D.C. Heath and Co., 1968.

2. Christ, Henry I. and Ives, Sumner, Modern English in Action 9, Boston: D.C. Heath and Co., 1968.

3. Christ, Henry I. and Ives, Sumner, Modern English in Action 10, Boston: D.C. Heath and Co., 1968.

4. Christ, Henry I. and Ives, Sumner, Modern English in Action 11, Boston: D.C. Heath and Co., 1968.

5. Christ, Henry I. and Ives, Sumner, Modern English in Action 12, Boston: D.C. Heath and Co., 1968.

6. Conlin, David A., Herman, George R., and Martin, Jerome, Our Language Today 8, New York: American Book Company, 1966.

7. Conlin, David A. and Herman, George R., Modern Grammar and Composition 1, New York: American Book Company, 1967.

8. Conlin, David A. and Herman, George R., Modern Grammar and Composition 2, New York: American Book Company, 1967.

9. Conlin, David A. and Herman, George R., Modern Grammar and Composition 3, New York: American Book Company, 1967.

10. Conlin, David A. and Herman, George R., Resources for Grammar and Composition, New York: American Book Company, 1967.

11. Turner, Richard H., The Jobs You Get, Chicago: Follett Educational Corporation, 1962.

12. Turner, Richard H., The Letters You Write, Chicago: Follett Educational Corporation, 1966.

13. Turner, Richard H., The Money You Spend, Chicago: Follett Edufational Corporation, 1962.

B. Non-state-adopted supplementary materials

1. "Letter Writing", The World Book Encyclopedia, Chicago: Field Enterprises Educational Corporation, 1964.

2. "Magazine", The World Book Encyclopedia, Chicago: Field Enterprises Educational Corporation, 1964.

3. Warriner, John E., English Grammar and Composition 9, New York: Harcourt, Brace and Company, 1958.

4. Warriner, John E., English Grammar and Composition 10, New York: Harcourt, Brace and Company, 1958.

5. Warriner, John E., English Grammar and Composition 11, New York: Harcourt, Brace and Company, 1958.

6. Warriner, John E., English Grammar and Composition 12, New York: Harcourt, Brace and Company, 1957.

VII. Teacher resources

A. Textbooks

1. Bellafiere, Joseph, English Language Arts, Intermediate Level, New York: Amsco School Publications, Inc., 1969.

2. Christ, Henry I. and Ives, Sumner, Modern English in Action 8, Teacher Edition, Boston: D.C. Heath and Company, 1968.

3. Christ, Henry I. and Ives, Sumner, Modern English in Action 9, Teacher Edition, Boston: D.C. Heath and Company, 1968.

4. Christ, Henry I. and Ives, Sumner, Modern English in Action 10, Teacher Edition, Boston: D.C. Heath and Company, 1968.

5. Christ, Henry I. and Ives, Sumner, Modern English in Action 11, Teacher Edition, Boston: D.C. Heath and Company, 1968.

6. Christ, Henry I. and Ives, Sumner, Modern English in Action 12, Teacher Edition, Boston: D.C. Heath and Company, 1968.

7. Conlin, David A., Herman, George R., and Martin, Jerome, Our Language Today 8, Teacher Edition, New York: American Book Company, 1966.

8. Conlin, David A. and Herman, George R., Modern Grammar and Composition 1, Teacher's Edition, New York: American Book Company, 1967.

9. Conlin, David A. and Herman, George R., Modern Grammar and Composition 2, Teacher's Edition, New York: American Book Company, 1967.

10. Conlin, David A. and Herman, George R., Modern Grammar and Composition 3, Teacher's Edition, New York: American Book Company, 1967.

11. Conlin, David A., and Herman, George R., Resources for Modern Grammar and Composition, Teacher's Edition, New York: American Book Company, 1967.

12. Turner, Richard H., The Jobs You Get, New York: Follett Educational Corporation, 1962.

13. Turner, Richard H., The Letters You Write, New York: Follett Educational Corporation, 1966.

14. Turner, Richard H., The Money You Spend, New York: Follett Educational Corporation, 1962.

15. Warriner, John E., English Grammar and Composition 9, Teacher Manual, New York: Harcourt, Brace and Company, 1958.

16. Warriner, John E., English Grammar and Composition 10, Teacher Manual, New York: Harcourt, Brace and Company, 1958.

17. Warriner, John E., English Grammar and Composition 11, Teacher Manual, New York: Harcourt, Brace and Company, 1958.

18. Warriner, John E., English Grammar and Composition 12, Teacher Manual, New York: Harcourt, Brace and Company, 1957.

B. Professional books and periodicals

1. Hayakawa, S. I., Language in Thought and Action, Second Edition, New York: Harcourt, Brace & World, Inc., 1964.

2. Hook, J. N., The Teaching of High School English, Third Edition, New York: Onald Press, 1965.

3. Litsey, David M., "Small Group Training and the English Class", English Journal, LVIII, (September, 1969) 920-927.

4. Moffett, James, Teaching the Universe of Discourse, Boston: Houghton Mifflin Company, 1968.

5. Morsey, Royal J., Improving English Instruction, Second Edition, Boston: Allyn and Bacon, Inc., 1969.

6. Reeves, Ruth E., Ideas for Teaching English: Grades 7-8-9, Champaign, Illinois: National Council of Teachers of English, 1966.

7. Ringler, Donald P., "Mass Media and the Humanities", English Journal, LIII, (December, 1964), 674-678.

C. Films (Dade County Public Schools, Miami, Florida)

1-11841 "By Map and Compass"

"Developing Reading Maturity":
1-01232 Comparative Reading
1-01230 Critical Evaluation
1-01234 Interpreting Meaning
1-01238 Understanding Style
1-01236 The Mature Reader

1-01216 "Do Words Ever Fool You?"
1-10119 "Does It Matter What You Think"
1-04532 "Group Discussion"
1-31329 "History of Writing"
1-01240 "How Effective is Your Reading?"
1-31171 "It Happens Every Year"
1-04576 "Language of Maps"
1-00538 "Learning From Class Discussion"
1-04489 "Making Sense With Sentences"
1-04587 "Map Skills: Using Different Maps Together"
1-11844 "Maps and Their Meanings"
1-04589 "Maps and Their Uses"
1-04580 "Maps Are Fun"
1-04577 "Maps for a Changing World"
1-11854 "Maps: Land Symbols and Terms"
1-31173 "Money on the Move"
1-00404 "Pay to the Order Of"
1-00451 "What is a Contract?"

D. Tape Recordings (Dade County Public Schools, Miami, Florida) (Audio Tapes)

3-20134 Ogilvie, Bruce: Map Reading Skills
3-00092 "Morse Code: Ten Words Per Minute"